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ABSTRACT

The organization of education in Austria, 1971-1973, is briefly presented in a pamphlet of six sections. The content dealing with historical background ranges from medieval monastery schools through 19th century reforms. A few basic statistics on the country and population are noted. Legal foundations, describing the organization and structure of the educational system, are outlined for the period 1945 to 1973. Charts indicate general schools, technical and vocational schools, and schools for training teachers, for all grade levels, as established by legislation. Main problems and developments in Austrian education for 1969-1973 are discussed in terms of the permanent educational reform movement stemming from the Education Acts of 1962. Related literature and supplementary information, annotations, and comments to the text, are listed. (KSM)

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AUSTRIA: ORGANIZATION OF EDUCATION in 1971/73

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AUSTRIA: ORGANIZATION OF EDUCATION in 1971/73

Report presented at the
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on Public Education
IBE UNESCO
Geneva, September 1973

(Revised edition of:
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ORGANIZATION OF EDUCATION IN 1971/73

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Organization of Education in 1971–73

(The following Austrian contribution to the subject "Organization of Education in 1971–73" [BIE/CONFINTED/34/RN/72] was compiled on the basis of a concept by Dr. Johann Burger, head of the department for general educational affairs of the Federal Ministry of Education and Arts.)

I. Historical Background

In Austria, just as in other countries, the development of education was initiated by the medieval **monastery schools,** which, in addition to offering training for the ecclesiastical occupations, soon began to offer general education as well. The medieval universities were also ecclesiastical institutions, and their professors were frequently clergymen. The University of Vienna, which had been founded in 1365, reached its first heyday as early as in the 15th century.

The **municipal schools** were not founded by the Church. They developed first in the merchant towns, like the Municipal School of St. Stephen's in Vienna (mentioned already in 1237, school regulations in 1346). Subsequently, many Latin schools were established in Austria, first with clerical, later on also with secular teaching staff.

For the further development of Austrian education, the spreading of the "Society of Jesus" was particularly important, which took place within the scope of the Counter-Reformation: in 1552 the Jesuits founded a "college" (the Academic Grammar School) in Vienna and, later on, other schools in Graz, Innsbruck and other places. Soon they gained great influence also in the universities. In 1586 they took over the newly established University of Graz; in 1662 the University of Vienna was merged with the Jesuit school. After the dissolution of the Jesuit order in the year 1773, education was increasingly placed under state supervision. Particularly three regulations were important for Austrian education at the end of the 18th century and in the 19th century, their effects being partly felt even today:

By the **"General School Regulations for the German Normal, Upper Primary, and Trivium Schools"** (General School Regulations of Maria Theresia; 1774) three types of school were created: the one- or two-grade trivium schools (in smaller towns and in the rural parishes, with the teaching subjects religious instruction, reading, writing and arithmetic); the three-grade upper primary schools (in larger towns, with the additional subjects Latin, drawing, geometry, geography and history, all subjects being taught in an elementary form); the four-grade normal schools (in the provincial capitals, with the additional subjects language instruction, mechanics and physics, furthermore with subjects for the training of teachers).

By the **"Imperial Primary School Act"** (1869) eight-year compulsory school attendance was introduced, and the primary school was constituted to be the place where a broad elementary education should be offered. The former upper primary schools were taken over into the new system as

(three-year) "Bürgerschulen" (higher-grade elementary schools). These Bürgerschulen remained limited to the municipal area; they had the task of imparting to their pupils an education going beyond the educational target of the general primary school. After 1918 they were replaced by the four-grade upper primary school (Upper Primary School Act; 1927), which was based upon a four-year primary school, could be conducted in two streams, and was adjusted to the lower division of the secondary school. The Imperial Primary School Act also reorganized the training of primary school teachers. It was now being offered in four-year teacher-training establishments and was concluded with the passing of a leaving examination, a form of organization which remained essentially unchanged till the introduction of the teacher-training colleges (Pädagogische Akademien).

By the **"Draft on the Organization of the Gymnasien (Arts Grammar Schools) and the Realschulen (Non-Classical Secondary Schools) in Austria"** (in short "Organization Draft"; 1849) the upper grades of the arts grammar school were detached from the Philosophic Faculty, the maturity examination was introduced as the basis for a study at the university, and the eight-grade arts grammar school (Gymnasium) – as the prototype of the general secondary school – was created. General secondary education was to be offered by the teaching of the classical languages, but also by the teaching of mathematics, natural sciences and modern languages. The Realschule (non-classical secondary school) was also included in the Organization Draft; it was first organized on a six-grade basis, but later on it was extended to a seven-grade secondary school (with leaving examination, giving to its graduates the chance to study technology). In the First Republic this type of school was also extended to eight grades (Secondary School Act; 1927). As early as in 1908 the (eight-grade) science grammar school (Realgymnasium), which was to become the most frequented type of secondary school, was introduced in addition to the arts grammar school and the non-classical secondary school.

In the period after the First World War the development of education was determined particularly by the above-mentioned acts of the year 1927. The Secondary School Act created the following four types: arts grammar school (Gymnasium), science grammar school (Realgymnasium), non-classical secondary school (Realschule) and general secondary school for girls (Frauenoberschule); as special forms the grammar school for employed persons (Arbeitermittelschule) (an evening school for employed persons in eight half-year courses), the rural grammar school (Aufbaumittelschule) (designed for students who completed the first eight grades of primary school and for late starters) were introduced.

The extension of technical and vocational education in Austria has been closely connected with the development of the economy and of technology. The earliest schools of this type were founded in the 17th and 18th centuries, and from the very beginning a parallel development of part-time vocational schools for apprentices and of full-time technical and vocational schools was envisaged. Rapid expansion of all these schools set in during

the latter half of the 19th century. The emerging structure provided for three levels of instruction: the part-time vocational school providing instruction up to the level of skilled worker, the intermediate technical and vocational school, providing full-time instruction somewhat beyond the level of skilled worker, and the secondary technical school leading to technician level and, since the first quarter of the twentieth century, giving access to higher education. Schools of these three levels are also classified by specialization: technology (with numerous subspecializations), business, service occupations (domestic science, catering, tourist trade).

In the second half of the 19th century also intermediate and secondary agricultural education (for which the Federal Ministry of Agriculture and Forestry is responsible) began to develop.

II. Country and Population

Austria covers an area of 83,849 sq.km. (32,384 square miles) and has a population of approximately 7.5 million inhabitants. In connection with the neutrality of Austria, the length of the federal border and the large number of neighbour states result in manifold relations with foreign countries. Austria is a federal republic with the nine federal provinces Burgenland, Carinthia, Lower Austria, Upper Austria, Salzburg, Styria, Tyrol, Vorarlberg, and Vienna (at the same time federal capital). The character of the country is essentially determined by the Alps and by the river Danube; the share of the Eastern Alps in the federal territory amounts to 60 per cent.

In the 20th century Austria has developed from an agricultural state into an industrial state. Approximately 60 per cent of the population already live in agglomeration areas; 50 per cent of all workers and employees work in trade and industry. With the economic development also the demand for qualified workers in all branches of trade and industry has increased, which results in the necessity of raising the general level of education.

German is the native tongue of 99 per cent of the Austrian population. In addition, there are small Slovenian, Croatian and Magyar minorities.

III. Legal Foundations, Organization and Structure of the System of Education

After 1945 the Austrian system of education was reconstructed on the basis of the pre-war legal provisions and was further developed within the scope of these provisions. In particular intermediate and secondary technical and vocational education took a tremendous rise, the share of general education in instruction being significantly increased. As a consequence of this development it was possible to significantly broaden the access to university study for pupils having finished secondary technical and vocational schools.

In the First Republic the "special regulation by Federal Act" – necessitated by the Federal Constitutional Act of 1920 – of the spheres of activity of the federal government and the provinces in the fields of education, instruction and adult education had not been issued. It was only in 1962, after difficult

negotiations on educational policy, that it was possible to create a comprehensive School Organization Act which did not regulate – as was the case with the former Education Acts – only parts of the school system or of education in general, but which regulated the entire system of education below the institutions of higher learning, with the exception of the schools of agriculture and forestry. (Regulations concerning these schools were passed in 1966 with the **Act on Federal Schools of Agriculture and Forestry** [Land- und forstwirtschaftliches Bundesschulgesetz]).

In the following, the Enducation Acts of the year 1962 and the subsequent acts will be briefly described:

Federal Constitutional Act (Bundesverfassungsgesetz) **of July 18, 1962** – distribution of responsibilities in education between federal government and provinces.

School Organization Act (Schulorganisationsgesetz) (with four amendments so far) – task and structure of the Austrian system of education, forms of organization, admission of pupils, sizes of classes, teaching staff and headmasters, length of studies, and final exams.

On June 8th, 1971, the Fourth Amendment to the School Organization Act of July 25th, 1962, Federal Legal Gazette No. 234/1971, was passed by Parliament. This amendment brought the following changes:

1. Creation of a legal basis for school career counselling;
2. Further suspension of the 9th grade at the general secondary schools;
3. Suspension of the entrance examination at the general secondary schools during the school years 1971–72 to 1975–76;
4. Creation of a legal basis for the scholastic experiments in connection with school reform (pre-primary school classes, scholastic experiments in the fields of basic schooling, the schools for the 10-to-14-year old, the polytechnic course, the general secondary schools and the teacher training colleges).

The draft of a Fifth Amendment to the School Organization Act (1972) essentially contains the following points:

1. Principle of coeducation in the public schools (in private schools the school-maintaining authority is permitted to maintain a separation of the sexes);
2. Principle of the conduction of upper primary schools in two streams;
3. Extension of the educational offer at the grammar school mainly for future teachers (musisch-pädagogisches Realgymnasium) by increased possibilities of selection in alternative compulsory subjects, as well as classification of the grammar school mainly for future teachers among the "standard types" of general secondary school;
4. Revision of the provisions concerning the vocational schools, particularly abandonment of the division into trade and commercial vocational schools and of the "general trade" vocational school ("allgemeingewerbliche" Berufsschule);
5. Revision of the provisions concerning the vocational school for social workers;

6. Lowering of the entrance age and the length of studies in the schools for employed persons;
7. Transformation of the schools for the higher social occupations (Lehranstalten für gehobene Sozialberufe) into academies for social work (Akademien für Sozialarbeit);
8. Transformation of the schools for vocational-school teachers (Berufspädagogische Lehranstalten) into academies for vocational-school teachers (Berufspädagogische Akademien), as well as concentration at these academies of the training of teachers for technical and vocational schools, unless training is effected at institutions of higher learning.

School Inspection Act (Schulaufsichtsgesetz) – federal school administration and school inspection, setting up of provincial and district school boards, whose chief executive is a board of members rather than a single person.

School Attendance Act (Schulpflichtgesetz) – introduction of nine-year compulsory school attendance.

Private Schools Act (Privatschulgesetz) – legal situation, public status, state subsidies.

Fundamental Act Concerning the Maintenance of Compulsory Schools (Pflichtschulerhaltungs-Grundsatzgesetz) (Act of the year 1955, adjusted to the School Organization Act of 1962 by the amendment of 1963).

School Instruction Period Act (Schulzeitgesetz) (1964) – division of the school year, holidays, school day, periods.

Religious instruction in the Austrian schools is regulated by the **Religious Instruction Act** (Religionsunterrichtsgesetz, 1949; amendments 1957 and 1962) and, with regard to the Catholic Church, to which approximately 89 per cent of the population belong, also by the **Treaty between the Holy See and the Republic of Austria** (1962).

As a consequence of the distribution of competences between the federal government and the provinces, the Education Acts of the nine federal provinces are also an essential part of the Austrian legislation in the field of education.

At present, a draft of a **Federal School Instruction Act** (Schulunterrichtsgesetz) is being prepared, which is to regulate the internal organization of the Austrian school. With the preparation of this draft it is intended to place the so-called "internal area of the school", i. e. instruction and education within the school, on a firm legal basis. The draft tries to define the rights and duties of the teachers, the students, and the students' parents or legal representatives from the point of view of the different positions and interests of the above-named persons within the framework of the school, thus taking a further step towards the realization of one of the most important principles of the Austrian system of education, viz. the cooperation of teachers, students, and parents.

Student Aid Act – Federal Act on the Granting of Student Aid and Residence Aid passed by the National Council on June 8th, 1971.

With the **Amendment to the Distribution of Burdens on Families Act of 1967** (Federal Act of July 9th, 1972) transportation aid and free transportation for students, which had first been introduced only for the school year 1971–72, was extended for an unlimited period. In addition to this, the amendment, for the purpose of alleviating the financial burden arising for the parents from the education and training of their children, brought the **free distribution of school books** (for the first time in the school year 1972–73).[1]

Since the education acts of 1962, **kindergartens** have been the responsibility of the individual provinces, both with regard to legislation and implementation.[2] Kindergartens, which are attended on a voluntary basis, have the task of supporting and supplementing the family education of the children from the time when they have completed their sixth year of age. The number of kindergartens was 1500 in the year 1962 and had risen to 2194 by 1971/72; in 1962 approximately 87,000 children attended kindergartens; in 1971/72 the respective figure was 126,641.

The organization of the Austrian school system as determined by the School Organization Act of 1962 (taking into account the various amendments) is shown by the following survey (wherever it is possible to assign definite grades to a particular type of school, these are shown in brackets; "from" signifies the grade in which a particular type of school is entered).

	General schools	Technical and vocational schools	Schools for the training of teachers and educational assistants
Compulsory schools	Primary school (1–8) Upper primary school (5–8) Special school (1–8) Polytechnic course (9)	Trade, commercial and housecraft vocational schools (part-time schools for apprentices) (from 10) Part-time vocational schools of agriculture and forestry (from 10)	
Intermediate schools		Trade, technical and arts-and-crafts schools (from 9) Commercial school (9–11) Vocational schools for women's domestic and catering occupations (from 9) Vocational schools for social workers Full-time vocational schools of agriculture and forestry (from 9) Special categories	School for the training of women handicraft-teachers (9–12) School for the training of kindergarten teachers (9–12) School for educational proctors

[1] Cf. Part VI, p. 21
[2] Cf. Part VI, p. 21

Secondary schools	Arts grammar and science grammar school (5–12) Special categories	Secondary technical and trade schools (9–13) Business academy (9–13) Secondary school for women's domestic and catering occupations (9–13) Secondary agricultural and forestry schools (9–13) Special categories	School for educational proctors
Post-secondary institutions		Technical colleges[3] Technical, commercial and service-occupations courses for specialization and/or retraining Schools for social workers	Teacher-training colleges Training colleges for vocational teachers[4] Federal college for teachers of agricultural education

The first four grades of primary school (for which in Austria the term "Grundschule" – basic schooling – is increasingly used) constitute the foundation of any further educational career. The schools for the age group 10 to 14 (5th to 8th grades) are characterized by the possibility of different educational careers: in addition to the senior division of the primary school (limited to rural areas and losing ground on account of the extension of the other two possibilities), there are the upper primary school with first and second streams and the lower division of the general secondary schools. The transfer from the first stream of the upper primary school to the next higher grade of a general secondary school is possible – under certain conditions even without the passing of any differential examination.

In the 9th year of general compulsory schooling the polytechnic course includes all pupils that do not attend a school leading to higher levels of education; it has the task of consolidating the basic general education, with special emphasis on the practical life and future occupations of the pupils. Special schools are designed to enable physically and/or mentally handicapped children to receive, as far as possible, the equivalent of a regular nine-year compulsory education, and to prepare them for active life. There is a marked trend towards expansion in the number of special schools and increased differentiation in the tasks which they are assigned.

The most important characteristic for differentiation in the general secondary schools is language instruction: while all these schools offer compulsory instruction in one modern language from the 1st form (5th grade), the Gymnasium (arts grammar school) has Latin from the 3rd form

[3] Cf. Part VI, p. 22
[4] Cf. Part VI, p. 22

(7th grade); in the senior division (9th to 12th grades) there is the possibility of choosing between the three types Humanistisches Gymnasium (with Greek), Neusprachliches Gymnasium, and Realistisches Gymnasium (the latter two with a second modern language). The Realgymnasium (science grammar school) is related to the former Realschule (non-classical secondary school); its upper divisions are called Naturwissenschaftliches Realgymnasium and Mathematisches Realgymnasium. Also for pupils who did not attend the lower division of a general secondary school, the way is open, after the 8th grade, into an intermediate or secondary technical or vocational school[5] and into the special types of general secondary school (musisch-pädagogisches Realgymnasium [grammar school mainly for future teachers], Aufbaugymnasium [rural grammar school/arts] and Aufbaurealgymnasium [rural grammar school/sciences]). The musisch-pädagogisches Realgymnasium (grammar school mainly for future teachers), an important innovation of the School Organization Act of 1962, has an independent upper division and presupposes only the successful completion of the 8th grade of compulsory education. The study at the secondary schools is concluded with the Reifeprüfung (maturity examination), which is also the prerequisite for further studies at the teachertraining colleges and related institutions as well as at the institutions of higher learning.

Compulsoryschool teachers are now being trained in the Pädagogische Akademien (teachertraining colleges). This is one of the most important changes brought about by the Education Acts of 1962. The studies of the prospective primary school teachers extend over four semesters. At several teacher-training colleges scholastic experiments concerning the training of teachers at upper primary schools and special schools are being carried out. Studies for prospective teachers at these types of school extend over six semesters.

At the intermediate schools for the training of teachers and educational proctors training is being offered to prospective kindergarten teachers, educational assistants in various categories of boarding schools, and women handicraft-teachers (teachers of handicraft for girls and domestic science at general compulsory schools). The structural change in the family and in society, as well as the progress in science and technology, necessitate a revision of the training for the above-meditioned occupations. In this connection, general education is to be broadened, and the respective specialist training, as well as the pedagogical and practical training are to be intensified. Concepts for this revision are already available.

Simultaneously with the developments described above, the institutions of higher learning were also extended and reformed. The most important laws which have only recently been enacted include the **General Higher Education Act** (Allgemeines Hochschul-Studiengesetz) (1966; general regulations governing studies, students, examinations and academic degrees), a number of special educational Acts and the Arts Universities Act (Kunsthochschulgesetz) 1970.

[5] Cf. Part VI, p. 23

At present Austria has twelve scientific institutions of higher learning and six arts universities: the universities in Vienna, Graz, Innsbruck, Salzburg; the Schools of Technology (Technische Hochschulen) in Vienna and Graz; the School of Agriculture (Hochschule für Bodenkultur), the School of Veterinary Medicine (Tierärztliche Hochschule) and the School of Economics and Business Administration (Hochschule für Welthandel) in Vienna; the School of Mining and Metallurgy (Montanistische Hochschule) at Leoben; the School of Social and Economic Sciences (Hochschule für Sozial- und Wirtschaftswissenschaften) in Linz; the School of Educational Sciences (Hochschule für Bildungswissenschaften) in Klagenfurt; the Schools of Music and Dramatic Arts (Hochschulen für Musik und darstellende Kunst) in Vienna, Graz, Salzburg; the Academy of Fine Arts (Akademie der bildenden Künste), the School of Applied Arts (Hochschule für angewandte Kunst) in Vienna and the School of Arts (Kunsthochschule) in Linz.[6]

In the period under review the reform of the various types of studies was continued; the draft of a Federal Act on medical studies was submitted to the National Council for discussion and decision.

The **University Fees Act** (Hochschultaxengesetz) of 1972 laid down the abolition of all charges which the students so far had to pay at the universities and other institutions of higher learning, this abolition applying to Austrian students. Foreign students still have to pay a charge at their enrolment, unless they are granted an exemption (such an exemption is usually granted to students from developing countries, students whose home countries grant a similar exemption to Austrian students, etc.). On account of the abolition of the examination charges, the university teachers now receive a compensation for examinations from budget funds.

In the organizational field two important Acts should be mentioned:

On May 10, 1972, an **Amendment to the University Organization Act** (Novelle zum Hochschul-Organisationsgesetz) was decided upon by the National Council. This act provides that representatives of lecturers and assistants as well as students may have seats and votes in the study commissions created by the professors' meetings. In the professors' meetings, however, the above-mentioned representatives and students will only have an advisory function and the right to submit proposals. This amendment is to ensure an increased cooperation between the professors, assistants, and the students.

Draft of a new University Organization Act (Universitäts-Organisationsgesetz): this draft embodies the following principles and aims:

- freedom of academic research and teaching
- combination of research and teaching
- democratization of the universities
- cooperation between teachers and students
- freedom of study
- a structure that guarantees transparency in the field of policy and decision-making.

[6] Cf. Part VI, p. 23

– the socially responsible university in cooperation with, and as a preparatory institution for, social development.

The draft envisages a new structure of the university with three cooperative levels: the lowest level is represented by the **institutes,** which fulfil all tasks in connection with academic teaching and research in the respective field. All institutes of a particular field or of a group of subjects are included in a **faculty,** which is responsible for the fulfilment of tasks common to several institutes, in so far as such matters are not reserved to central bodies. The central body of the university is the **Academic Senate** as the supreme academic authority and the **Rector.** This central level is entrusted with the planning, coordination and supervision of academic research and teaching of the university bodies, and with governing the university.

The draft, furthermore, envisages an extension of the rector's term of office. The term of office proper is to be two years, which period is to be preceded and followed by one year in a deputy function in order to ensure greater continuity in the interest of the university.

At the beginning of the year 1971 the draft of an **Amendment to the Study Encouragement Act** (Studienförderungsgesetz) of 1969 was worked out. The government draft was enacted by the National Council on July 16, 1971. This amendment, amongst other things, considerably raised the state scholarship and income limits.

The following list contains the most important data on Austrian education from the educational statistics of the school years 1970/71, or 1971/1972,[7] excepting schools of agriculture and forestry.

	Schools	Number of (of which) Private schools	Classes	Students
Primary schools	3 973	88	19 121	595 911
Upper primary schools	1 043	65	10 204	308 935
Special schools	201	8	1 932	29 172
Polytechnic courses	561	7	1 057	29 561
General secondary schools	288	74	4 745	141 260
Compulsory technical and vocational schools	237	–	5 087	137 604
Intermediate technical and vocational schools (71/72)	346	228	1 649	44 119
Secondary technical and vocational schools (71/72)	112	34	1 182	32 626
Schools for the higher social occupations (71/72)	6	5	14	240
Intermediate schools for the training of teachers and educational assistants (71/72)	34	19	146	4 585
Teacher-training colleges (72/73)	14	6	–	8 049
Courses of the institutes of vocational education	5	–	–	269
Institutions of higher learning (71/72)	17	–	–	62 871

[7] Cf. Part VI, p. 24

The total number of schools (1972/73) is 6,856 with 1,455,893 students and 77,841 teachers. These figures do not include the agricultural and forestry schools. Including the agricultural and forestry schools, the total number of schools is 6,992 with 1,485,103 students and 79,891 teachers (all 1972/73 figures).

During the last years adult education has increasingly gained in importance. With 350 extra-mural schools for adult education and approximately 1900 regional centres of education, the Austrian system of adult education significantly contributes to a supplementation of the education offered at school and to "éducation permanente". Carried particularly by private institutions and subsidized by the federal government, the provinces and municipalities, all the large organizations of adult education in Austria combined in 1972 to form a Conference of Adult Education, which, in the future, will jointly support the requirements of adult education and carry out joint projects for the further development of adult education.

As a first large project, in 1973 a promotional campaign with the purpose of motivating the population to engage in further education was carried out. At present, other project groups deal with questions of terminology and with the initial and further training of teachers in adult education.

The Austrian federal government is paying increased attention to adult education. An **Act Concerning the Promotion of Adult Education,** which obliges the federal government to provide subsidies for adult education – while formerly the promotion was left to the discretion of the responsible minister – was introduced in the National Council. The Act will be passed in the near future.

Grants and/or loans on the basis of this Bill may be given to institutions which are domiciled in Austria, are of a non-profit-making character and carry out continuous and coherent educational activities in these fields. However, federal involvement does not exclude additional support from the provinces and municipalities for adult education.

The Bill contains a general definition and a detailed catalogue of activities which may be promoted under this law. The general definition states that all activities may be promoted which aim, in a perspective of "permanent education", at instilling knowledge and skills, at fostering responsible judgement and action and at developing the personality. The detailed catalogue lists the following fields: political and socio-economic education, further vocational training, dissemination of research findings, education to promote personal development, moral, religious and artistic education, school education for adults, educational guidance and information, provision of public libraries, initial and further training of adult educators and public librarians, publications and research concerning adult education and public libraries.

Furthermore, the Bill provides for the establishment of a Federal Agency for Adult Education in each province or for the delegation of the corresponding tasks to the provincial authorities. The Federal Agencies will inform and advise the institutions and persons active in the field of adult education,

establish contacts between them, suggest and encourage adult education activities, and assist the public libraries.
The federal government can also create and maintain institutes for the initial and further training of adult educators and public librarians. It may also issue periodicals and other serial publications on adult education and public libraries, offer scholarships for research and grant prizes for outstanding achievement.
In 1972 the subsidies by the federal government for adult education were significantly raised.
Preparations are being made for the establishment of an Institute for Political Education and an Institute for the Planning and Carrying Out of Educational Programmes in Television and Radio, which are to act as central institutions for the promotion of adult education.
Increased efforts are also undertaken to extend the "second educational career" and to develop education by correspondence courses.

IV. Main Problems and Developments in the Field of Education

The Education Acts of 1962, which envisaged a nine-form general secondary school, led to a broad discussion of the entire system of education. In this sense they do not constitute the conclusion of a development, but rather mark the beginning of a process which, meanwhile, not only in Austria, has been called "permanent educational reform".
Following a referendum in the spring of 1969, a **Parliamentary School Reform Commission** was established, which is to discuss a reform of the entire system of educational aims, contents, structures, methods. The basic principle is that the structural changes suggested should first of all be tested within the scope of scientifically founded scholastic experiments.
During the period under review the work done by the Ministry of Education and Arts and the School Reform Commission has been determined by two efforts at reform, viz. on the one hand by the "external school reform", the organizational re-orientation of education, which is to be prepared in all fields of education by a comprehensive programme of scholastic experiments started on a broad basis in 1971/72, and, on the other hand, – since 1972 – by the "internal school reform", whose legal basis is to be provided by the School Instruction Act which, at present, is in the draft stage.*
In close connection with these two main sectors of reform activities, the subject of the "realizable curriculum" is being discussed, the revision and re-organization of the educational plans, with the aim of working out up-to-date, directly realizable concepts. Necessary prerequisites for this are studies concerning curricular contents and educational targets, the development of instruments for performance assessment (e. g. tests) and of instruction media, as well as the carrying out of projects in the field of teacher training and further training.

* Cf. Part III, p. 9

During the period under review additional areas of emphasis have included:

- the supply of free school books, carried out for the first time in the school year 1972/73;**
- the establishment of a Student Advisory Board in the Federal Ministry of Education and Arts;[8]
- the intensification of educational counselling;
- the promotion of adult education;***
- the establishment of an educational system in cooperation with the mass media ("ORF Academy", in cooperation between the Federal Ministry of Education and Arts and Austrian Radio).

An interesting experiment, which has met with worldwide response, in the field of higher education is the **Hochschule für Bildungswissenschaften** (School of Education Sciences with university status) in Klagenfurt, which started work in the autumn of 1970 and, in the coming years, is to be developed as a research and training centre in a completely new style.

During the period under review, research activities were aligned to the targets set out in the **Österreichische Forschungskonzeption** (Austrian Research Concept) as decided upon by the federal government on April 21, 1972. The priority which, in the government declaration of November 5, 1971, and in the "Austrian Research Concept", was attached to federal expenditure for research and development is reflected in the share of the federal budget item "research" in the total budget. The expenditures of the federal government for research and development which, in 1970, amounted to approximately 1 per cent of the federal budget, are approximately 1.5 per cent in 1973.

Particular importance was attached to the federal research and development expenditure budgeted with the Federal Ministry of Science and Research, which could be increased by 21 per cent in 1971, by 41.4 per cent in 1972, and by 19.3 per cent in 1973.

The federal research and development expenditure within the scope of the Federal Ministry of Science and Research rose from 717.5 million Austrian schillings in the year 1970 to 1,464.4 million Austrian schillings in the year 1973, i. e. by more than 100 per cent.

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** Cf. Part III, p. 10
[8] Cf. Part VI, p. 24
*** Cf. Part III, pp. 15 f.

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VI. Supplementary Information (Annotations and Comments)

(1) The programme "free school books" includes 1056 school books (school year 1973/74) approved by the Federal Ministry of Education and Arts for use at the types of school regulated in the School Organization Act of 1962, furthermore a large number (school year 1973/74: 686) of non-approved special-subject books for technical and vocational education.

Also audio-visual software is subject to approval, being tested by the Federal Ministry of Education and Arts with regard to its educationally correct use and approved for use in instruction in the respective types and grades of school. The actual work is being carried out by the media commission of the Federal Ministry of Education and Arts in cooperation with the respective departments of Austrian Radio and the Federal Centre for Educational Films and Slides. The media commission (MK) is divided into the following groups and teams: MK-I – school radio; MK-II – school television; MK-III – films, slides, records and tapes (MK-III/1 – team responsible for mathematics and natural sciences; MK-III/2 – team responsible for humanities; MK-III/3 – team responsible for foreign languages; MK-III/4 – team responsible for health instruction).

(2) According to the Constitutional Act pre-primary education falls into the competence of the federal provinces; the federal government is responsible for the training of the kindergarten teachers and for the training of the teachers at schools for kindergarten teachers.

Relevant research has been undertaken by the Psychological Institute of the University of Vienna, department of child and adolescent psychology.

On the provincial level several experiments (kindergarten intensive programmes) were carried out in the field of pre-primary education.

(3) Cf. item (5) below.

(4) a. The training colleges for vocational teachers (Berufspädagogische Lehranstalten) and the institutes of vocational education (Berufspädagogische Institute) are federal training establishments based on the 1962 School Organization Act.

b. The three training colleges for vocational teachers offer two-year courses for domestic science and for the clothing trade; these courses are attended by secondary-school leavers, or by students having passed a master craftsman's examination, respectively. The institutes of vocational education offer one-year courses for teachers at vocational schools, for workshop teachers, and teachers of shorthand and typing, the first two of which being open only to teachers already in service, who are given leave from their schools for this one year while continuing to receive their salaries.

c. As of January 1, 1973, the six existing institutes of vocational education (in Vienna, Graz, Innsbruck, Linz, Feldkirch and Eisenstadt, the latter two in conjunction with the institutes of education there for the general compulsory schools) were augmented by an institute in Salzburg, also in conjunction with an institute of education.

d. During the last few years all courses at the institutes of vocational education received new curricula incorporating an organization of the subject matter to be taught into lectures, seminars and practical classes and emphasizing the independent activity of the students.

e. By the amendment (Fifth Amendment) to the 1962 School Organization Act, the training colleges for vocational teachers will be renamed (Berufspädagogische Akademien) and will incorporate the courses formerly held at the institutes of vocational education, while the latter will increasingly concentrate on the further training of teachers in technical and vocational education and in pertinent factual research. The training colleges for vocational teachers will be generally accessible and have completely equal status with the (general) teacher training colleges (Pädagogische Akademien).

f. The amount earmarked in the budget for the institutes of vocational education amounted in 1971 to 2,500,000 Austrian schillings for personnel expenditure and 1,900,000 for materials expenditure; for 1972 it increased to 3,100,000 for personnel and to 2,500,000 Austrian schillings for materials. In 1973 it amounts to 5,000,000 schillings for personnel and to 3,300,000 schillings for materials. These figures do not contain the amounts for the training colleges for vocational teachers, since, in the budget, these are still treated in conjunction with the secondary schools for women's domestic and catering occupations.

(5) Three new secondary technical schools were founded in 1972. At several secondary technical schools and intermediate vocational schools new departments were introduced. 4 business academies, 5 commercial schools, 1 school for data processing, 1 secondary school of tourism, 1 school for women's occupations, and 2 schools for social work were newly established. Considerable structural changes were carried out at 20 vocational schools; new buildings were constructed for 7 vocational schools. Contributions to the building cost of 16 vocational schools were granted to private school-maintaining bodies. The equipment of the commercial training offices at the federal business academies was further improved by the purchase of accounting and bookkeeping machinery. Additional language laboratories were established.

The adjustment of the curricula of the part-time vocational schools to the Technical and Vocational Training Act (Berufsausbildungsgesetz) passed in 1969 is under way. The curricula of the business academies and of the commercial schools have been revised; the essential modifications concern a tighter concentration of the subjects in the field of accounting, supplemented by the compulsory subject "data processing". Last-year students of business academies opt to major either in languages or in data processing and related fields.

Several new textbooks for various types of vocational schools were published in the course of the year. Scholastic experiments were carried out in the following fields: institution of post-secondary technical colleges (4 to 5 semesters) for graduates of general secondary schools; post-secondary computer programming course; shortening of the training period for intermediate textile schools from 4 to 3 years; use of games of strategy and of desk calculators in business education; combined secondary school for women's occupations and for social work.

From October 9 to October 14, 1972, at Bad Hofgastein, the symposium "Equipment of Workshops for Technical Education in the Light of Technological Progress" took place under the direction of Min.-Rat Dr. Karl Koweindl; it was organized by the Council of Europe and was attended by representatives of all member countries of the Council of Europe.

(6) By the Federal Act of January 21, 1970, Federal Legal Gazette No. 54/1970, concerning the organization of the arts universities (Arts University Organization Act [Kunsthochschul-Organisationsgesetz]) the former academies of art (Vienna Academy of Applied Art, Vienna Academy of Music and Dramatic Art, Salzburg Academy of Music and Dramatic Art) were given the status of institutions of higher learning and a form of organization corresponding to that of the other institutions of higher learning.

(7) Educational finances: (in thousands of Austrian schillings)

	1971	1972	1973
Overall federal budget	110,745,517	122,820,331	139,072,089
Increase in per cent	9.33	10.90	13.23
Budget "education and the arts"	9,318,325	10,495,614	12,730,352
Increase in per cent	11.20	12.63	21.29
Budget "science and research"	2,878,481	3,332,587	4,000,604

(8) Beginning with the school year 1971/72 a Student Advisory Board was established with the Federal Ministry of Education and Arts. It includes representatives of the students of all types of school within the schools for the 16 to 19-year old, a total of 35 persons, and, in addition to these, representatives of the parents and the teachers as observers. This advisory board serves for the personal advice of the federal minister and is convened by the minister several times per school year (in 1971/72 three times) for meetings, each meeting covering two days. The subjects of these meetings cover all questions which directly concern the students. In the school year 1971/72 these included particlularly the School Instruction Act, which is in the preparation stage and in which, for the first time, the responsibility of the students in matters of administration is to be legally regulated. Upon the suggestion of the Federal Ministry of Education and Arts, in the school year 1972/73, also the individual provincial school boards began to set up provincial student advisory boards.